



**NAME OF COURSE: French B – Standard Level / Foreign Languages**

**GRADE LEVEL: 11-12**

**SCHOOL YEAR: 2011 – 2012**

**COURSE DESCRIPTION**

The language B program is part of the Group 2 - Second language area of the IB Hexagon. The main focus of this foreign language course is on language acquisition and development of language skills. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be closely related to the French culture. The purpose of the material is to enable students to develop mastery of language skills and intercultural understanding, encouraging an awareness and appreciation of the different perspectives of people from other cultures. Students will be provided with

The programme is designed for study over 2 years at both higher (for 240 hours minimum) and standard level (for 150 hours) by students with previous experience of learning the language. There is a common syllabus at SL and HL (with literature as an additional component of the HL course). The differences between levels are determined by the assessment objectives, the depth and breadth of syllabus coverage, the assessment details, the assessment criteria, literature coverage and suggested teaching hours.

**LEARNING OBJECTIVES**

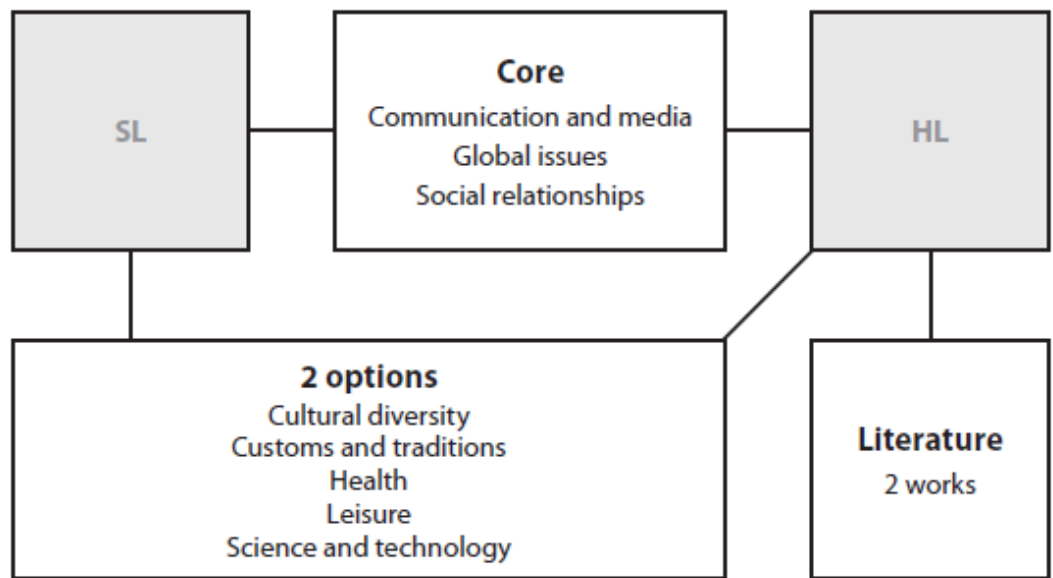
There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

Therefore, the learning outcomes that students who complete the course with a grade 4 or above (where grade 1 is “very poor” and grade 7 “excellent”) will be able to achieve by the **end** of the course are the following:

Course	Receptive skills	Productive skills	Interactive skills
Language B SL	<p>Understand straightforward recorded or spoken information on the topics studied.</p> <p>Understand authentic written texts related to the topics studied and that use mostly everyday language.</p>	<p>Communicate orally in order to explain a point of view on a designated topic.</p> <p>Describe with some detail and accuracy experiences, events and concepts.</p> <p>Produce texts where the use of register, style, rhetorical devices and structural elements are generally appropriate to the audience and purpose.</p>	<p>Demonstrate interaction that usually flows coherently, but with occasional limitations.</p> <p>Engage in conversations on the topics studied, as well as related ideas.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>
Language B HL	<p>Understand complex recorded or spoken information on the topics studied.</p> <p>Appreciate literary works in the target language.</p> <p>Understand complex authentic written texts related to the topics studied.</p>	<p>Communicate orally in order to explain in detail a point of view.</p> <p>Describe in detail and accurately experiences and events, as well as abstract ideas and concepts.</p> <p>Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose.</p> <p>Produce clear and convincing arguments in support of a point of view.</p>	<p>Demonstrate interaction that flows coherently with a degree of fluency and spontaneity.</p> <p>Engage coherently in conversations in most situations.</p> <p>Demonstrate some intercultural engagement with the target language and culture(s).</p>

## **SCOPE AND SEQUENCE**



In accordance with the syllabus outline above, the students will approach **three** mandatory areas of study:

- **Communication and media**
- **Global issues**
- **Social relationships**

In addition, the **two** options selected for further study are:

- **Leisure**
- **Science and technology**

## **FIRST ACADEMIC YEAR (2011-2012)**

### **QUARTER I:**

#### **Social relationships**

How people interrelate and behave—as members of a community, individually and in groups.

Aspects to cover:

- educational system
- language and cultural identity, or self-identity
- linguistic dominance vs minorities
- relationships (friendship, work, family)

### **QUARTER II:**

#### **Continuation of Social relationships**

- social and political structures

#### **Leisure**

The variety of activities performed for enjoyment.

Aspects to cover:

- hobbies, games & recreation
- social interaction through leisure and entertainment
- travelling.

### **QUARTER III:**

#### **Continuation of Leisure**

- sports

#### **Communication and media**

How people interact, transmit and gather data for the purposes of information and entertainment.

Aspects to cover:

- internet
- telephone.
- radio and television

### **QUARTER IV:**

#### **Continuation of Communication and media**

- advertising
- press

#### **Global issues**

Current matters and future scenarios that have an impact at a regional, national and/or international level, as these are addressed from the perspective of the French speaking culture.

Aspects to cover:

- drugs
- food and water ; poverty and famine

## **SECOND ACADEMIC YEAR (2011-2012)**

### **QUARTER I:**

#### **Continuation of Global issues**

- the effect of man on nature: global warming, climate change, natural disasters
- migration (rural–urban, or international)
- racism, prejudice, discrimination

#### **Science and technology**

The relationship between science and technology, and their impact on the French speaking community.

A range of aspects should be covered:

- ethics and science

## **QUARTER II:**

### **Continuation of Science and technology**

- ethics and technology
- renewable energy & energy reserves
- scientific research
- impact of information technology on society

## **QUARTERS III & IV EXAM REVIEW & PRACTICE**

***Language features:*** Consolidation of linguistic skills: The nominal group and its determinants, the verbal group (elements that precede or follow it), link words, direct / reported speech, gerunds and infinitives, passive form, conditional variants, subordinate clauses, sequence of tenses, place / time determination, modals, interrogative / negative constructions.

***Productive / receptive skills in written & oral contexts:*** overview of all types of texts / speech situations studied so far in order to identify communicative purposes and, thus, review their structural regularities.

***Sociocultural themes:*** Extensive review of the topics covered and exam practice on documents dealing with those discussed in class.

## **HOMEWORK POLICY**

Homework has a clear academic purpose and is used to practice, reinforce and further exploit skills and content taught in class. As such, it encompasses a range of activities but in general refers to subject work to be completed outside of class, providing students with ample opportunities to personalize their work.

a) **Practice homework** assignments: students completing essay questions applying knowledge learnt in class, reviewing their notes after each class, study time for reviews, quizzes, tests.

b) **Preparation homework** assignments aiming to lay a groundwork for an upcoming lesson: reading, library or internet research gathering appropriate information, completing a pre-test, or answering questions designed to get the student thinking about a specific topic.

c) **Extension homework** asking students to go beyond the straightforward skills or concepts they have learned in class and practised at home. It is aimed at *production* of something new, rather than at the kind of *reproduction* that is the focus of much practice homework. Extension homework may take longer than preparation or practice assignments and deadlines will vary accordingly.

d) **Creative homework** : book reports, term papers and research projects are good examples of creative homework. This type of homework typically requires a number of days or even weeks to

complete, and allows the student an avenue for creative self-expression. The resultant work will be highly individualized, and may represent a large part of a term or internal assessment mark towards the IB diploma.

## **ASSESSMENT**

In this particular level, students are assessed each quarter as follows:

classwork: **20%** [communicative tasks such as reading and / or listening comprehension, role-plays, class discussions / debates, oral presentations, problem-solving activities, extended writing tasks]

testing: **40%** [on vocabulary and grammar use, reading and listening comprehension, writing skills. Students are given advance notice of tests [following the end and the review of a unit] whereas quizzes are given without prior notice]

assignments: **40%**

## **RESOURCES**

Materials: a wide selection of appropriate documents from the textbooks :

*Atout Delf A5 & A6*, Kauffmann, 2002

*Atout Delf B2*, Kauffmann, 2007

*Café Crème 3 - Méthode de français / Cahier*, Hachette, 1998

*Campus 3 - Méthode de français / Cahier d'exercices*, Clé International, 2003

*Civilisation progressive du français avec 400 activités – niveau intermédiaire*, Cle International, 2004

*Dossiers France Télévision*, John Murray

*Exercices communicatifs de la Grammaire progressive du français*, Clé International, 1998

*Exercices de grammaire en contexte*, Niveau avancé, Hachette, 2001

*Forum 3 – Méthode de français / Cahier d'exercices*, Hachette, 2000

*Grammaire 450 exercices, niveau intermédiaire – coll. Le nouvel Entraînez-vous*, Clé International, 1996

*Grammaire progressive du français niveau avancé*, Cle International, 1997

*Je t'écoute*, John Murray, 1997

*L'Exercisier*, Presses universitaires de Grenoble, 1997

*L'expression française écrite et orale*, Presses universitaires de Grenoble, 2003

*La France au quotidien*, Presses Universitaires de Grenoble, 2000

*Le nouvel Entraînez-vous – Révisions Niveau avancé*, Cle International, 2005

*Le Nouvel Espaces 3 -Méthode de français / Cahier*, Hachette, 1995 – 1996

*Lire / Activités*, Hachette, 2000

*Listening Comprehension Skills*, Prentice Hall

*Nouvelle grammaire communicative 3*, Éditions Nouvel Esprit, 2003

*Paroles*, Didier, 1998

*Résumé, Compte rendu, Synthèse, Exposé, Commentaire – Exercices progressifs*, Kauffmann, 1999

*Tests d'évaluation niveau avancé – vocabulaire progressif du français*, Clé International, 2004

*Textes Sujets Idées – vol. 1 & 2*, Éditions Eiffel, 1997

*Thèmes et Textes*, John Murray, 1998

*Tout droit*, John Murray

*Vocabulaire – Niveau Avancé*, Clé International, 1993

*Vocabulaire – Niveau Intermédiaire*, Clé International, 1993

*Vocabulaire Progressif du français - Niveau avancé*, Clé International, 1999

- Authentic documents from the Press (*Marianne, Okapi, Les Clés de l'Actualité, Paris Match, Authentik*, etc.), recorded TV shows / extracts of films / commercials, research on the Internet for every cultural or social aspect studied.

### **ACADEMIC HONESTY**

Academic honesty is fundamental to the integrity and operation of our school. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), stealing in quizzes and tests, copying work from other students or allowing their own work to be copied, or using notes during a test, are considered serious offences. The consequences of academic dishonesty will be a zero grade on the specific test/assignment, and additional disciplinary action. The said student will be ineligible or removed from the National Honor Society.